DOCUMENT RESUME

ED 050 527

EC 032 366

TITLE	Homebound or Hospitalized: Exceptional Child Bibliography Series.
INSTITUTION	Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	Feb 71
NOTE	12p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Annotated Bibliographies, *Bibliographies, Educational Planning, *Exceptional Child Education, *Homebound, *Hospitalized Children, Rehabilitation

ABSTRACT

Containing 43 references selected from "Exceptional Child Education Abstracts," the bibliography cites research reports, conference papers, journal articles, texts, and program guides relating to homebound or hospitalized children. The bibliography is one in a series of over 50 similar selected listings in various areas of education for the handicapped and gifted, and includes bibliographical data, availability information, indexing and retrieval descriptors, and abstracts for each entry. Author and subject indexes are also provided. (RD)

EC032366

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HOMEBOUND OR HOSPITALIZED

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.

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EC 032 366E

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

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EC032366

ABSTRACTS

ABSTRACT 10102

EC 01 0102 ED 012 137
Publ. Date May 65 4p.
Knipe, Edythe M.; Esbjornson, Robert R.
Hospital Classes for the Physicaliy Handicapped.
New Jersey Dept. Of Educ., Trenton Off. Of Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; administration; physically handicapped; state programs; hospitalized children; hospital schools; state standards; administrator guides; program administration; teacher qualifications; physical facilities; instructional programs; medical treatment; program descriptions; interaction; relationship; public schools; Trenton

The newsletter describes the New Jersey program for instruction of physically handicapped hospitalized children in terms of interaction between hospital instructional program and the regular school, relationship between the hospital instructional program and the medical program, New Jersey state regulations, criteria for selection of teachers, physical facilities, and a consultation resource. This document is The Exchange, volume 9, number 1, May 1965. (MY)

ABSTRACT 10381

EC 01 0381 ED 015 592
Publ. Date 64
Connor, Frances P.
Education of Homebound or Hospitalized Children. T C Series in Special Education.
Columbia Univ., New York, New York, Teachers Coll.
EDRS not available

Descriptors: exceptional child education; homebound; teaching methods; hospitalized children; homebound teachers; teaching guides; home instruction; adolescents; curriculum; diagnostic teaching; educational needs; homebound children; hospital schools; instructional programs; science education; self actualization; socialization; student characteristics; student participation; teaching procedures

Presenting a view of education for homebound and hospitalized children, this monograph shows its similarities and differences in respect to general education. Chapter 2 focuses on the teacher as a person, discussing philosophical, psychological, and sociological factors. Professional preparation and general educational preparation are also discussed. The educational setting is presented in chapter 3. The children, teacher assignment, and the instructional environment are covered. Program content, including curriculum organization and emphasis, is described in chapter 4. Chapter 5 discusses the physical, intellectual, and emotional problems of the homebound child. Pupil participation and use of available resources is emphasized in the next chapter. Chapter 7 highlights the development of self realization and socialization. The last chapter outlines issues and questions for further study. The appendixes present special teaching methods and materials used in hospital schools and techniques for teaching science to the homebound or hospitalized child. Approximately 140 references are cited. This document was published by the Bureau of Publications, Teachers College, Columbia University, New York, New York, and is available for $1.75. (RS)

ABSTRACT 10602

EC 01 0602 ED N.A.
Publ. Date 67 272p.
Arthur, Julietta K.
Employment for the Handicapped; A Guide for the Disabled, Their Families, and Their Counselors.
EDRS not available
Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 32702 ($5.95).

Descriptors: exceptional child services; physically handicapped; vocational rehabilitation; visually handicapped; orthopedically handicapped; federal aid; federal programs; employment; employment qualifications; employment potential; employment opportunities; government employees; job training; educational programs; college attendance; attitudes; homebound; self employment; directories

Written to serve as a resource for the disabled, their families, counselors, and employers, the book presents vocational information and advice. Topics considered are the nature of disability and its implications, sources of help, preparing to work, the pros and cons of college, meeting the employer halfway, whether or not to tell about one's disability when seeking employment, job training and job opportunities, opportunities in government service, a business of one's own, and on the job at home. A concluding section indicates where to get more information, and gives the names and addresses of organizations, agencies, periodicals, and other publications. (JD)

ABSTRACT 10819

EC 01 0819 ED 025 090
Publ. Date Jun 68 73p.
Lolis, Kathleen
Evaluation of a Method of School-to-Home Telephone Instruction of Physically Handicapped, Homebound Adolescents.
New York City Board Of Education, Brooklyn, New York, Bureau Of Educational Research
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-6-10-166 CRP-2924
BR-5-0555

Descriptors: exceptional child research; homebound; physically handicapped; teaching methods; adolescents; intellectual development; social development; emotional development; academic achievement; speech improvement; educational radio; telephone instruction; home visits; home instruction; behavior change; social maturity; motivation; Brooklyn; New York City; New York

Intellectual, academic, and social-emotional development were compared for physically handicapped, homebound students with whom a method of combined instruction was tried for 15 months which utilized radio broadcasts, group telephone hook-up with subject specialist broadcast teachers, and regular visits from home instruction teachers. The 30 experimental and 23 control students all had long-term homebound expectancy in grades 9 to 11. All were given individual psychological examination and interview, speech recordings, and achievement tests; questionnaires were submitted to parents, teachers, and siblings; and consultants judged social-emotional factors and speech. Results indicated no significant differences in intellectual or academic development, including speech, or in social maturity. Teacher ratings and clinician judgment of figure drawings indicated that the experimental students showed a significantly more positive orientation towards social interest (p equals .05); however, the social interest was not reflected in behavioral change. Those who dropped out before completion of the project lacked motivation, were below average in intellectual potential, were close to completion of their academic career because of age rather than grade placement, or improved sufficiently in health to return to school. (Author/JD)

ABSTRACT 11198

EC 01 1198 ED 027 688
Publ. Date Jun 68 50p.
Naples, Victor J.; Todd, Joseph H.
Orthopedically Handicapped Children in Ohio Public Schools.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; physically handicapped; state programs; special health problems; special classes; hospital schools; incidence; etiology; physical therapy; intelligence

level; occupational therapy; physical development; perceptual motor coordination; equipment; administration; standards; educational objectives; home instruction; telephone instruction; legislation; orthopedically handicapped; Ohio

The historical development of programs for orthopedically handicapped children, class units and hospital classes approved during 1967-68, and the number of therapy units established are presented. Tables give data on program population: enrollment for years 1962-68, percent of handicaps enrolled, and IQ distributions. Aspects of occupational therapy described are self help skills, communication problems, muscle strength, coordination, social and emotional development, and special equipment; aspects of physical therapy are physical education, alleviation of pain, range of motion, strength, coordination, functional training, and special equipment. The team approach, the administration and organization of a program, educational needs, and home and telephone instruction services are discussed. Appendixes give a glossary of diagnostic terms, standards for special education units, for transportation, and for boarding homes, and bibliographies on learning disorders, cerebral palsy, and muscular dystrophy. (RP)

ABSTRACT 11207

EC 01 1207 ED N.A.
Publ. Date Apr 66 5p.
Buerke, Patricia
Educational Programing for the Short Term Hospitalized Child.
EDRS not available
Exceptional Children; V32 N8 P559-63 Apr 1966

Descriptors: exceptional child education; educational needs; program planning; hospital schools; hospitalized children; classroom environment; admission criteria; curriculum; teacher qualifications; educational planning

Hospitalization is described as a single short term experience or a series of short term experiences, and the need for short term educational programing to meet both psychological and academic needs is asserted. The desired atmosphere for the hospital class is defined, and the child who should attend is identified. Criteria for competent staff are given, and the importance of modified curriculum is noted. Five studies are cited. (JD)

ABSTRACT 11368

EC 01 1368 ED N.A.
Publ. Date 63 195p.
Davis, Fred
Passage Through Crisis; Polio Victims and Their Families. An Advanced Study in Sociology.
EDRS not available
Bobbs-Merrill Company, Inc., Publishers, 4300 W. 62nd Street, Indianapolis, Indiana 46206 ($2.95).

Descriptors: exceptional child research; physically handicapped; family (sociological unit); attitudes; adjustment (to environment); family attitudes; family life; family problems; parent child relationship; orthopedically handicapped; diseases; clinics; physical therapy; adjustment problems; social attitudes; parent attitudes; stress variables; medical evaluation; psychological patterns; hospitalized children; poliomyelitis

Fourteen families were studied in a psychiatric setting during the period when one of their children was adjusting to the serious illness of poliomyelitis and the families were experiencing the social-psychological impact of the illness. The children (eight boys and six girls, aged 4 to 12) and the families were studied longitudinally for 18 to 24 months with a variety of medical, psychological, and sociological methods. Stages of the crisis experience common to all cases and delineated through parental anecdotes were prelude, warning, impact, and inventory. Parental perspectives on recovery of the child shifted from a highly optimistic shortterm outlook to a longer perspective that permitted conceptions short of full recovery. Parents were often not informed or misinformed about the amount of irreducible residual paralysis; sustenance of parental optimism after the child came home depended on the child's physical and functional progress. Role performances and relationships within the family were studied; and despite stress, the families did not profoundly change their life schemes but clung to sameness. Coping with negative meanings imputed to visible physical handicaps in society took two forms, either making light of these meanings or withdrawing from social contacts. (DF)

ABSTRACT 11487

EC 01 1487 ED N.A.
Publ. Date 55 677p.
Frampton, Merle E.; Gall, Elena D.
Special Education, Volume II, The Physically Handicapped and Special Health Problems.
EDRS not available
F. Porter Sargent, Publishers, 11 Beacon Street, Boston, Massachusetts 02108 ($5.50).

Descriptors: exceptional child education; physically handicapped; special health problems; visually handicapped; aurally handicapped; blind; deaf; hard of hearing; speech handicapped; orthopedically handicapped; cardiac (person); homebound; hospitalized children; agencies; partially sighted; multiply handicapped; educational programs; clinical diagnosis; rehabilitation; special services; parent child relationship; occupational therapy; aphasia; leprosy; muscular dystrophy; tuberculosis; Hansens Disease

Current thinking and methods in special education as they relate to the physically handicapped and individuals with health problems are presented. The physically handicapped considered include the blind, the partially sighted, the deaf, the hard of hearing, the speech defective, the orthopedically handicapped, and the cardiopathic; special health problems examined include multiple handicaps, Hansen's Disease (leprosy), muscular dystrophy, tuberculosis, and those of the homebound and hospitalized. Various facets of the problems, the nature of the disorders themselves, and characteristics of the handicapped child, are described. Psychological, emotional, and social implications are discussed, as are methods of therapy, rehabilitation techniques, educational programs, teaching methods, vocational training and guidance, roles in employment, and current issues. Listings of relevant agencies, periodicals, and bibliographies are provided. (SN)

ABSTRACT 11957

EC 01 1957 ED N.A.
Publ. Date 53 40p.
Dodds, Maryelle
Have Fun—Get Well!
American Heart Association, New York, New York
EDRS not available
American Heart Association, 44 East 23rd Street, New York, New York 10010.

Descriptors: exceptional child services; change; social maturity; motivation; Brooklyn; New York City; New York

Intellectual, academic, and social-emotional development were compared for physically handicapped, homebound students with whom a method of combined instruction was tried for 15 months which utilized radio broadcasts, group telephone hook-up with subject specialist broadcast teachers, and regular visits from home instruction teachers. The 30 experimental and 23 control students all had long-term homebound expectancy in grades 9 to 11. All were given individual psychological examination and interview, speech recordings, and achievement tests; questionnaires were submitted to parents, teachers, and siblings; and consultants judged social-emotional factors and speech. Results indicated no significant differences in intellectual or academic development, including speech, or in social maturity. Teacher ratings and clinician judgment of figure drawings indicated that the experimental students showed a significantly more positive orientation towards social interest (p equals .05); however, the social interest was not reflected in behavioral change. Those who dropped out before completion of the project lacked motivation, were below average in intellectual potential, were close to completion of their academic career because of age rather than grade placement, or improved sufficiently in health to return to school. (Author/JD)

ABSTRACT 20117

EC 02 0117 ED N.A.
Publ. Date 66 12p.
A Program for the Education of Emotionally and Perceptually Handicapped Children.
Poudre School District R-1, Fort Collins, Colorado
EDRS not available
Poudre School District R-1, 317 South College Avenue, Fort Collins, Colorado 80521.

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; delinquents; perceptually handicapped; behavior problems; special programs; federal aid; program descriptions; homebound; psychoeducational clinics; special services; fort collins; Colorado; Elementary and Secondary Education Act Title III

The programs being carried out in Fort Collins, Colorado, under Title III of the Elementary and Secondary Education Act are described. One program serves emotionally disturbed children, aged 6 to 12, through psychological evaluation, psychiatric services, psychotherapy and counseling, occupational therapy, education, recreation, and parent group therapy. The second program, one of homebound instruction, serves children judged delinquent or severly emotionally disturbed who cannot control their behavior in the group program but who cannot be placed for specific treatment because of inadequate facilities. The educotherapy center, the third program, serves children who need specialized assistance for any of the following: unsatisfactory interpersonal relationships, inability to learn in regular classes, inappropriate behavior due to brain dysfunction, environmentally caused emotional disturbance, or lags in development without known cause. The three main functions of the center are re-education, remediation, and re-adaptation with the aim to return children to regular classes when they are functioning optimally. The following related points are touched on: parent counseling, inservice training, research, problems encountered, and program appraisal after 3 months of operation. (DF)

ABSTRACT 20191

EC 02 0191 ED 031 859
Publ. Date Apr 68 8p.
Homebound and Hospitalized.
Council For Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From The Annual International Convention (46th, New York City April 14-20, 1968).

Descriptors: exceptional child services; homebound children; hospitalized children; conference reports; cerebral palsy; multiply handicapped; rural clinics; community programs; interdisciplinary approach; educational programs; day care programs

The special children's center for cerebral palsied and multiply handicapped children in a rural area involving a community sponsored multidisciplinary day program is the topic of the presentation by Frances Berko. A rural outpatient program which provides services to children in a six county area previously without sufficient services is discussed. The purposes, structure, and functions of the program are reviewed. This unit of reports is available in microfiche. (WW)

ABSTRACT 20377

EC 02 0377 ED N.A.
Publ. Date 62 44p.
Secondary Education in a State Mental Hospital. Final Report.
Vermont State Hospital, Waterbury
EDRS not available
Vermont State Hospital, Waterbury, Vermont 05676.

Descriptors: exceptional child research; emotionally disturbed; institutionalized (persons); adolescents; individualized programs; psychiatric hospitals; educational programs; secondary schools; hospital schools; teaching methods; teaching machines; educational therapy; program planning; Vermont

A research and demonstration project attempted to adapt an educational program to the needs of adolescent patients in a state mental hospital. During a 3-year period, 33 patients, aged 13 to 22 years, were enrolled in the program. All students attended a life adjustment class to help them understand themselves and others while other subjects were selected and paced to the students' individual needs. The school was as much like public schools as possible except for methods of instruction, deemphasis of grades, and class discussion of problems. Teaching machines were more successful than regular teachers with some students. Twenty-three of the 33 students have shown significant clinical improvement; seven of the 23 students have left the hospital, and none have returned. Problems encountered by the program included finding suitable instructional materials, cooperation of the entire hospital staff, tendency of the children to play one authority figure against another, discipline, the acting-out individual, and previous school experiences. (LE)

ABSTRACT 20551

EC 02 0551 ED N.A.
Publ. Date 67 6p.
Homebound Services for Retarded Children in Wisconsin; Chapter III.
Wisconsin Department Of Public Instruction, Madison, Bureau For Handicapped Children
EDRS not available
Department Of Public Instruction, Bureau For Handicapped Children, 1 West Wilson Avenue, Madison, Wisconsin 53702.

Descriptors: exceptional child education; mentally handicapped; state programs; home instruction; homebound children; trainable mentally handicapped; program administration; educable mentally handicapped; custodial mentally handicapped; Wisconsin

Philosophy, policies, and implementation of homebound instruction and training of mentally retarded children in Wisconsin are described; 39 references for instructors are listed. (LE)

ABSTRACT 20663

EC 02 0663 ED N.A.
Publ. Date (62) 102p.
Condon, Margaret E.
Helping the Physically Disabled Student To Help Himself, a Guide for Colleges; Facilitating the Education of the Physically Disabled College Student.
City University Of New York, New York, City College
EDRS not available
Margaret E. Condon, City College, City University Of New York, Lexington Avenue And East 23rd Street, New York, New York 10010.

Descriptors: exceptional child services; physically handicapped; educational needs; program planning; college students; adjustment problems; interpersonal competence; colleges; college programs; homebound; counseling; college cooperation; vocational rehabilitation; interagency cooperation; City University of New York

The guide discusses the program for physically disabled college students at City College of the City University of New York, including purposes of the Health Guidance Board, identification, preregistration procedures, services, problems, personal and social and vocational guidance, special hygiene classes, extracurricular activities, placement, and cooperation within the college and with outside agencies. Findings are presented on a study of the homebound student with college potential, a survey of 34 colleges, Boston University, and a study of the homebound by the Community Council of Greater New York. Programs and special facilities are outlined for Hunter College, Ferris Institute, Kansas State Teachers College, the University of Missouri, College of Education in Buffalo, Southern Illinois University at Carbondale, and the University of Illinois at Urbana. Also provided are a summary and suggestions for colleges, students, and parents. (LE)

ABSTRACT 20987

EC 02 0987 ED N.A.
Publ. Date Jun 68 84p.
Shamsie, S. J., Ed.
Adolescent Psychiatry; Proceedings of a Conference (Douglas Hospital, Montreal, Quebec, June 20, 1967).
EDRS mf,hc

Descriptors: exceptional child services; emotionally disturbed; adolescents; psychiatric services; behavior problems; family relationship; family problems; human development; hospitalized children; psychotherapy; delinquency; academic achievement; family counseling; juvenile courts; adolescence

Discussed in a conference report on adolescent psychology are the varieties of behavioral problems and family dynamics by Richard Jenkins, biological growth during adolescence by J.R. Unwin, management of adolescents in a general hospital setting by Henry Kravitz, and educational problems in disturbed adolescents by S.J. Shamsie, Jean-L. Lapointe, and H. Boudin. Additional articles are concerned with adolescents in the family (Ronald B. Feldman), adolescents in Juvenile Court (S.J. Shamsie), and adolescence as rebirth

(Vivian Rakoff). Also included is a panel discussion on the need for separate treatment facilities for adolescents (W.J. Hendrickson, H. Caplan, G.J Sarwer-Foner, H.E. Lehmann, and S.J. Shamsie). (JM)

ABSTRACT 21009

EC 02 1009 ED N.A.
Publ. Date 64 237p.
Viscardi, Henry, Jr.
The School.
EDRS not available
Paul S. Ericksson, Inc., 119 West 57th Street, New York, New York 10019 ($5.00).

Descriptors: exceptional child education; homebound; physically handicapped; program development; special schools; innovation; school community relationship; school construction

The founder of Abilities, Incorporated and its research wing, Human Resources Foundation, relates the genesis, development, and struggles to establish a school program for a group of severely crippled children and subsequent efforts to achieve the construction of a school building to house the program. Described in anecdotal narrative style are the children, their greatly circumscribed home situations, the beginnings of group instruction, and the battles from the local community to the state level in winning support for the erection of a special school building. (DF)

ABSTRACT 21022

EC 02 1022 ED N.A.
Publ. Date 55 544p.
Caplan, Gerald, Ed.
Emotional Problems of Early Childhood.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016.

Descriptors: exceptional child services; exceptional child research; emotionally disturbed; preschool children; psychotherapy; personality; prevention; parent counseling; research methodology; family relationship; child psychology; psychotic children; clinical diagnosis; hospitalized children; schizophrenia; emotional problems; mental illness; social work; early childhood; case studies; parent child relationship

Clinical cases, discussions, and research reports are compiled in the areas of preventive aspects of child psychiatry, the relation of physical and emotional factors and problems of hospitalization, and problems of psychosis in early childhood. A commentary on additional observations of early childhood psychosis, and an appendix containing the organization and procedure of the International Institute of Child Psychiatry is included. (RD)

ABSTRACT 21184

EC 02 1184 ED N.A.
Publ. Date Jul 68 11p.
Homebound Instruction of the Physically Handicapped.
Wisconsin State Department Of Public Instruction, Madison, Bureau For Handicapped Children
EDRS not available
Bureau For Handicapped Children, Wisconsin State Department Of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53703.

Descriptors: exceptional child education; physically handicapped; home instruction; homebound; administrator role; identification; personnel selection; teacher role; parent role; state departments of education; teacher qualifications; state programs; Wisconsin

The responsibility of the state department of public instruction to provide educational services to homebound physically handicapped children is described. The role of the administrator is delineated in the areas of identification, parental acceptance, personnel selection, selection of teaching methods, techniques of supervision and evaluation, and determination of student eligibility for state reimbursement. The teacher's role is treated in the areas of courses suggested for teacher training and recommendations of desired teacher attitudes and behaviors. Suggestions to parents regarding their role, and a summary of questions and answers are included. (RD)

ABSTRACT 21679

EC 02 1679 ED N.A.
Publ. Date Jan 70 7p.
Cox, Ruth Wade; James, Mary Hamilton
Rescue from Limbo: Foster Home Placement for Hospitalized, Physically Disabled Children.
EDRS not available
Child Welfare; V49 N1 P21-8 Jan 1970

Descriptors: exceptional child services; physically handicapped; foster family; placement; welfare agencies; interagency coordination; hospitalized children; program descriptions; program coordination; nursing homes; social agencies; Rancho Los Amigos Hospital (Los Angeles)

The program at Rancho Los Amigos Hospital in Los Angeles providing foster home placement for hospitalized physically handicapped children is described. Included is information about the establishment of the program, recruitment of foster homes, and placement methods. Case examples of children are provided. The concept of organizational exchange between the hospital and the child welfare agency is explained. Procedures and their development are outlined as well as criteria for success and guidelines for planning foster home care. (MS)

ABSTRACT 21848

EC 02 1848 ED N.A.
Publ. Date May 70 2p.
Wolinsky, Gloria F.
A Special Education Problem--Home Instruction: Status, Issues, and Recommendations.
EDRS not available
Exceptional Children; V36 N9 P674-7 May 1970

Descriptors: exceptional child education; homebound children; home instruction; homebound teachers; handicapped children; teacher role; individualized instruction; student teacher relationship; standards

The status, unique characteristics, and problems of homebound instruction for the handicapped are discussed. Recommendations for improving professional training and standards for the home instructor are listed. (RD)

ABSTRACT 21983

EC 02 1983 ED 035 997
Publ. Date 68 89p.
Rosen, Beatrice M. And Others
Analytic and Special Studies Reports. Utilization of Psychiatric Facilities by Children: Current Status, Trends, Implications. Mental Health Statistics, Series B, Number 1.
National Institute Of Mental Health, Bethesda, Maryland, Public Health Service
EDRS mf
PHSP-1868
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.75).

Descriptors: exceptional child services; emotionally disturbed; psychiatric services; incidence; family (sociological unit); geographic location; psychiatric hospitals; mental health clinics; hospitalized children; age groups; racial composition; sex differences; etiology; state programs; facility utilization research; suicide; statistical surveys; referral; institutionalized (persons); Maryland; Louisiana

Data are presented concerning the total number of children served in psychiatric facilities and the utilization of specific facilities, including outpatient psychiatric clinics, state and county mental hospitals, private mental hospitals, inpatient psychiatric services of general hospitals, psychiatric day-night services, private psychiatric practice, and community mental health centers. Special studies on utilization trends are provided in the fields of services in small geographical areas and the relationships of household factors to patterns of care for mental illness. Additional data describe the use of nonpsychiatric resources. The following are also discussed and their implications considered: sex differences, differences in utilization patterns among psychiatric facilities, patterns of living arrangements and household composition, suicide, impact of federal and state programs on patterns of care and length of stay in inpatient facilities, and current and projected mental health program needs. (RD)

ABSTRACT 22018

EC 02 2018 ED 036 031
Publ. Date 67 15p.
Smaltz, Janet M.
Guides to Special Education in North Dakota. VII, Individual Instruction Programs for Children Who Are Homebound or Hospitalized Including Supplementary Instruction).
North Dakota State Department Of Public Instruction, Bismarck
EDRS mf,hc
Director Of Special Education, North Dakota State Department Of Public

Instruction, Capitol Building, Bismarck, North Dakota 58501.

Descriptors: exceptional child education; homebound children; hospitalized children; home instruction; state programs; homebound teachers; individual instruction; parent teacher cooperation; administrator responsibility; educational equipment; teacher responsibility; admission criteria; North Dakota

Information on individual instruction for children who are homebound or hospitalized and in need of supplementary programs is defined as applied in North Dakota. The organization of the program, eligibility of pupils served, referral procedures, the responsibility of the local school administrator, the responsibility of the department of public instruction, qualifications and responsibilities of the teacher, special equipment requirements, and parent cooperation are discussed. Also treated is the status of a child on approved home study programs and an essay on why special education programs are needed. (WW)

ABSTRACT 22091

EC 02 2091 ED N.A.
Publ. Date 69 270p.
Balser, Benjamin Harris, Ed.
Psychotherapy of the Adolescent.
EDRS not available
International Universities Press, Inc., 239 Park Avenue South, New York, New York 10003 ($2.45).

Descriptors: emotionally disturbed; psychotherapy; psychopathology; adolescents; psychiatric services; school involvement; clinics; hospitalized children

Papers are presented on psychotherapy of adolescents at the following levels: private practice by Irene Josselyn, private practice and school practice by William Peltz, school plus inpatient treatment by J. Franklin Robinson, clinic by Sidney Berman, combined clinic and inpatient hospital level by pediatrician and psychiatrist by Herbert Harris and Felix Heald, and intensive hospital treatment by Donald Greaves and Peter Regan. The text also includes discussions of the papers, a psychotherapeutic interview with an adolescent by Ruben Pottash, a schoolmaster's point of view by C. Thurston Chase, and a summary by Benjamin H. Balser. (JM)

ABSTRACT 22693

EC 02 2693 ED N.A.
Publ. Date Apr 70 4p.
Koon, Judith F.
Turn On, Tune In, Drop Out.
EDRS not available
Clearing House; V44 N8 P497-500 Apr 1970

Descriptors: exceptional child education; emotionally disturbed; hospitalized children; adolescents; reading; hospital schools; teaching methods; motivation

Suggestions for teaching emotionally disturbed children are provided from the author's teaching experiences with hospitalized adolescent emotionally disturbed students. Included is a discussion of reading in the program and a reading interest survey conducted with the students. (MS)

ABSTRACT 22696

EC 02 2696 ED N.A.
Publ. Date Dec 66 6p.
Cohen, Rita And Others
Reaching the Hospitalized Child through Recreational Therapy.
EDRS not available
Nursing Clinics Of North America; V1 N4 P731-6 Dec 1966

Descriptors: exceptional child services; hospitalized children; physically handicapped; special health problems; recreation; therapy

The recreation room at St. Christopher's Hospital, Philadelphia, is used as a window through which staff can see the child as an individual in relation to his age, and his social, psychological, and emotional development. Through play and creative materials the child is helped to find self-confidence and security, and to build his self image. Opportunity is given for the child to verbalize fears, antagonisms, and frustrations. The children are encouraged to overcome physical handicaps through play, which disguises therapeutic effects. The aim of the program is not only to assist with physical handicaps and the continuation of growth and development, but also to prepare the child for return to his normal world. (FS)

ABSTRACT 22698

EC 02 2698 ED N.A.
Publ. Date 63 3p.
Rooke, M. Leigh
Higher Standards and Better Professional Training for Teachers of Homebound and Hospitalized Children.
EDRS not available
Regional Special Education Instructional Materials Center, C. U. N. Y., Hunter College, 605 Park Avenue, New York, New York 10021.
Paper Presented At The 1963 Council For Exceptional Children Convention.

Descriptors: exceptional child education; homebound teachers; teacher education; standards; educational needs

In a discussion of teacher preparation standards for teachers of homebound and hospitalized children and youth, five types of desired standards are listed. Areas for study and decision in the determination of standards are proposed. Professional personnel are urged to work for the establishment and implementation of standards. (MS)

ABSTRACT 22700

EC 02 2700 ED N.A.
Publ. Date Sep 50 13p.
Gips, Claudia D.
A Study of Toys for Hospitalized Children.
EDRS not available
Child Development; V21 N3 P149-61 Sep 1950

Descriptors: exceptional child research; hospitalized children; toys; research needs; nurses; recreation

The suitability of various types of toys for hospitalized children was studied in four pediatric wards of a large city hospital during a three month period. Information was collected through 291 observations of children with toys. Criteria for toy suitability included characteristics of construction, noise, durability, cleanliness and sterilization, color, and design. The study suggested that nurses administer toys and guide recreation, that toys be stored in the ward accessible to children, and that research on use of group play as teaching and therapeutic aids be conducted. (MS)

ABSTRACT 22706

EC 02 2706 ED N.A.
Publ. Date 67 87p.
Rusalem, Herbert And Others
The Vocational Rehabilitation of Neighborhood-Bound Older Disabled Persons: A Program Guide.
Federation Employment And Guidance Service, New York, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Federation Employment And Guidance Service, 215 Park Avenue South, New York, New York 10003.

Descriptors: physically handicapped; special health problems; vocational rehabilitation; adult education; program descriptions; homebound; neighborhood centers; community programs; age; program guides; sheltered workshops; vocational training centers

Described is a vocational rehabilitation demonstration project for older (over 55) disabled workers, coordinating a centrally-based service and two neighborhood-based facilities (to include those limited to their homes or neighborhoods). Services provided to the more than 1,500 clients and discussed here include intake, workshop, psychological, and interview evaluations, personal adjustment training, counseling, placement, long-term workshop employment, and follow-up. The program guide is intended as a model or manual for adaptation and use by others. In addition to the basic project description, other aspects of the problem of advancing age and severe disability considered are selecting and organizing a neighborhood, administrative considerations (locating and equipping a facility, staff selection and training, financing), and the values of a neighborhood-based vocational rehabilitation program for older disabled persons in terms of benefits to the clients, the community, and anti-poverty programs. (KW)

ABSTRACT 22804

EC 02 2804 ED N.A.
Publ. Date 68 3p.
Heuchert, Charles
The Challenge of the Changing Needs in Programs for the Homebound and Hospitalized.
EDRS not available
Director Of Publications, Eastern Michigan University, Ypsilanti, Michigan 48197.

Summary Of A Speech Delivered At The CEC Western Regional Conference (Regina, Saskatchewan, Canada, November 3, 1968).

Descriptors: exceptional child education; homebound children; hospitalized children; emotionally disturbed children

In this summary of a speech, the types of emotionally disturbed children encountered by the homebound and hospitalized teacher are described. Types of intervention programs are noted. (MS)

ABSTRACT 22805

EC 02 2805 ED N.A.
Publ. Date Aug 65 7p.
Green, Morris
Integration of Ambulatory Services in a Children's Hospital.
EDRS not available
American Journal Of The Disabled Child; V110 P178-84 Aug 1965

Descriptors: exceptional child services; hospitalized children; models; hospitals; medical services; organization

After a discussion of the shortcomings of hospitals, criticisms of ambulatory care, and future medical trends, a new model for hospital services for children is presented. Services provided under the framework of the model's three phases, each with subdivisions, are explained including movement within and between phases. A special approach to provide continuity of care for chronic disorders is described. Objectives which will be achieved by the model are listed. (MS)

ABSTRACT 22839

EC 02 2839 ED N.A.
Publ. Date 63 25p.
Home Care of the Child with Rheumatic Fever: A Guide for Parents.
EDRS not available
American Heart Association, 44 East 23rd Street, New York, New York 10010.

Descriptors: special health problems; homebound children; child care; parent role; nursing; rheumatic fever

The booklet gives parents practical suggestions on how to care for a child convalescing from rheumatic fever at home. Topics include the child as a patient, arranging the child's room, home nursing care, clothing, meal preparation, a daily schedule, equipment needed, and improvising equipment. Five suggested readings are listed. (LE)

ABSTRACT 22848

EC 02 2848 ED N.A.
Publ. Date Jan 67 3p.
O'Brien, Mary And Others
Habilitation of Thalidomide Children: The Nursing Approach.
EDRS not available
Canadian Nurse; V63 N26 P26-8 Jan 1967

Descriptors: exceptional child services; physically handicapped; therapeutic environment; rehabilitation; nursing; hospitalized children; clothing design; adjustment (to environment); thalidomide children

A nursing team was created to take over complete care of thalidomide children who were hospitalized. Two large units, one for sleeping and the other for eating and playing, were given to the project. As a result, the children seemed more secure, observation could be more constant, better cross-ventilation made temperature control easier, and toys and equipment could be more adequately controlled. The nurses wore street clothing and encouraged children to use first names. Trips were introduced at times that could be coordinated with prosthetic training. It was found that children became relaxed about new human contacts, and developed a definite interest in clothing. Clothing had to be specially designed (Velcro closures were found to be best). A diagram is given to show closures. (FS)

ABSTRACT 22849

EC 02 2849 ED N.A.
Publ. Date Apr 66 4p.
Amend, Edith L.
A Parent Education Program in a Children's Hospital.
EDRS not available
Nursing Outlook; V14 N4 Apr 1966

Descriptors: exceptional child services; hospitalized children; parent education; parent conferences

A parent education program developed to provide emotional security for the parent, the patient and the nurse is discussed. The four areas of greatest impact are described as pre-surgery conferences with parent and child, instruction in post-hospital care, a change in visiting schedule to open hours, and the teaching program for the nursing staff. Group conferences of 45- to 60-minute duration covering every known detail of hospitalization are held for parents of children with related diseases. Individual supportive conferences are held with parents of critically ill children. Home visits are made by public health nurses to discharged patients with myelcmeningocele. A policy of open visiting hours was found to be beneficial to both parent and child. Better understanding of parents' and patients' needs were promoted through patient-centered conferences with the staff. (FS)

ABSTRACT 22947

EC 02 2947 ED N.A.
Publ. Date 48 2p.
Lemler, Maxine
Home-Like Hospitals.
EDRS not available
Crippled Child; V26 P10-1 Aug 1948

Descriptors: exceptional child education; hospital schools; hospitalized children; educational programs

A hospital school program for hospitalized children is described. Designed to meet emotional and behavior problems, the program utilizes audiovisual aids, live animals, and other materials. (JD)

ABSTRACT 22965

EC 02 2965 ED N.A.
Publ. Date Sep 67 6p.
Green, Morris
Care of the Dying Child.
EDRS not available
Supplement To Pediatrics; V40 N3 Part II P492-7 Sep 1967

Descriptors: hospitalized children; death; physicians; childhood attitudes; medical care; childhood needs; psychological services; attitudes; dying child care; pediatrics

The role of the pediatrician in giving psychological as well as physical care to the dying child is discussed. Featured are principles of management such as the pediatrician's competence and willingness to accept the need for referrals and consultations, his availability to the child and his family, his providing continuity of personalized care, his preparation of the child for various procedures, and his acceptance of the child's questioning and desire for an active role through discussions. Explored are considerations necessary for understanding the child's reaction to his own imminent death, including a knowledge of the developmental sequence of the concept of death in normal children and a willingness to confer with parents on if, when, and how to discuss death with the child. Attention is also given to the manner in which the child may be helped to cope with his knowledge or suspicion of impending death. Two clinical vignettes concerning a four-year-old boy and an eleven-year-old girl, each suffering from a form of cancer, are included, and the need for controlled research in this aspect of pediatrics is mentioned. (BG)

ABSTRACT 22966

EC 02 2966 ED N.A.
Publ. Date 48 9p.
Langford, William S.
Physical Illness and Convalescence: Their Meaning to the Child.
EDRS not available
Journal Of Pediatrics; V33 P242-50 1948

Descriptors: hospitalized children; childhood attitudes; reactive behavior; child psychology; anxiety; physicians; parent role; staff role; pediatrics

Regressive, rebellious, and hypochondriacal, and dependency reactions of children to their hospitalization are described with emphasis placed upon the role played by the parents' and children's reactions and interactions, parental preparation of the child for hospitalization, the child's anxiety with regard to the cause of the illness and guilt over supposed responsibility for it, and the child's fear that his illness is a punishment (according to one study cited). In addition, constructive reactions to hospitalization are discussed, in which the role of the parent, teacher, occupational therapist, and physician, as well as play therapy, are described. Specific examples of the various maladaptive reactions are included, and specific suggestions are offered to the physician for prevention or amelioration of such reactions. (BG)

ABSTRACT 22967

EC 02 2967 ED N.A.
Publ. Date 42 11p.
Bakwin, Harry
Loneliness in Infants.
EDRS not available
American Journal Of Diseases Of Children; V63 P30-40 1942

Descriptors: hospitalized children; infant behavior; special health problems; child psychology; child development; institutional environment; environmental influences; pediatrics

An historical and statistical review of the phenomenon of pediatric hospitalism in infants is given with descriptions of the associated problems of feeding, sleeping and social behavior supported by two case histories, accompanying photographs and charts, and the discussion in detail of two studies concerning optimal population density and physical development (Pearl, Miner, and Parker, 1927) and the fact that hospitalism does not appear in infants institutionalized after the age of two years (Lowrey, 1940). The second study also lists numerous symptoms seen in cases of hospitalism which the author attributes to the separation of the natural biologic unit of mother and child during the child's hospitalization. Specific methods instituted at Bellevue Hospital, New York City, for remedying or preventing this condition are discussed. (BG)

ABSTRACT 22968

EC 02 2968 ED N.A.
Publ. Date Aug 55 3p.
Gipe, Florence Meda
The Nursery School in the Hospital.
EDRS not available
Nursing Outlook; V3 N8 P441-3 Aug 1955

Descriptors: hospitalized children; professional education; nurses; medical education; hospital schools; nursery schools; preschool education; elementary education; motivation techniques; University of Maryland School of Nursing; pediatrics

A program is described in which student nurses at the University of Maryland observe the children and teachers at the College Park Nursery School (while student teachers observe hospitalized children and learn first aid) in order to apply the principles of good nursery school management to the preschool program for hospitalized children at University Hospital. The preschool program proved so successful that an elementary school hospital program was begun, and the role of the teacher in relationship to the hospital and to the Baltimore City Board of Education is described, as is the role of the play leader who works with the student nurse, the physical therapist, the occupational therapist, the nurse instructor, and the nursery school teacher. Children's interests with regard to the value of gifts in rehabilitation is illustrated by the case of a five-year-old burn victim who responded to treatment only after receiving a much desired bicycle. (BG)

ABSTRACT 23098

EC 02 3098 ED N.A.
Publ. Date Feb 70 7p.
Kaarlela, Ruth
The Emerging Role of the Rehabilitation Teacher.
EDRS not available
Rehabilitation Teacher; V2 N2 P21-7 Feb 1970
Paper Presented At The A.A.W.B. Conference (South Athol, Massachusetts, September, 1969).

Descriptors: exceptional child services; visually handicapped; rehabilitation; homebound teachers; blind; self care skills; adjustment (to environment); adult education; teacher education curriculum

The history of the role of rehabilitation teachers (formerly called Home Teachers) in teaching the blind is summarized. Their current role, defined as that of giving instruction to blind adults in the basic skills of daily living (personal and home management), is discussed as it relates to other professional disciplines instructing the blind. The rehabilitation teacher training program at Western Michigan University is briefly outlined. (KW)

ABSTRACT 23105

EC 02 3105 ED N.A.
Publ. Date Mar 61 3p.
Pelone, Anthony J.; Simches, Raphael F.
School by Telephone: An Opportunity for the Handicapped.
Regional Special Education Instructional Materials Center, Hunter College, New York
EDRS not available
New York State Education; V48 P18-9, 29 Mar 1961

Descriptors: exceptional child education; homebound; instructional aids; telephone communication systems; instructional technology

The School-to-Home telephone service for homebound children is described and its advantages cited. These include fuller participation in classwork, greater communication, and increased socialization. The role of the teacher in maximizing the telephone's advantages is discussed, and the minimum prerequisites for its successful use by the child are listed, including a minimum IQ of 85, a minimum school placement of fourth grade, and the abilities to hear, see, speak, hold a pencil, and manipulate a switch. The telephone's special importance for rural high school students is cited, and the reluctance of many colleges to participate in the service is also mentioned. Two specific cases of homebound children who used the service are described. (BG)

ABSTRACT 23106

EC 02 3106 ED N.A.
Publ. Date 56 13p.
Service to and by Home-Bound and Hospitalized Children.
EDRS not available
American National Red Cross, 17th And D Streets, N. W., Washington, D. C. 20009.

Descriptors: exceptional child services; hospitalized children; homebound; recreational activities; community services; American Red Cross

The needs of hospitalized and homebound children are surveyed, and the role of the Red Cross and its programs is explained. Steps in the organization of the Junior Red Cross are outlined, and enrollment and participation for homebound and hospitalized children are discussed. Two special projects for such children are described: individual activity kits and a fund wagon. (JD)

ABSTRACT 23193

EC 02 3193 ED N.A.
Publ. Date 67 6p.
Curfman, Hope G.; Arnold, Carol B.
A Homebound Therapy Program for Severely Retarded Children.
EDRS not available
Children; V14 N2 P63-8 Mar-Apr 1967

Descriptors: exceptional child services; mentally handicapped; home instruction; educational therapy; occupational therapy; social work; family counseling; program descriptions

Described is a homebound therapy program in Denver sponsored by the Sewall Easter Seal Rehabilitation Center to help severely retarded children and their parents. The goals of the program (to assess and develop potentialities of each child, and to help the family understand the child and contribute more to his development) are met by the services of a social worker and an occupational therapist. The occupational therapist concentrates on the child while the social worker helps the family. The individual aims for each child include: teaching of skills for performing activities of daily living, help in using toys constructively, help in improving motor and perceptual development, and preparation of the child for further training suitable to his ability. In addition to services in the home, the center also holds eight weekly one-hour counseling sessions for the mothers. While the mothers are with the social worker, the occupational therapist conducts a program for the children divided into free play, snack time, and project time. The goals of the group program for the mothers are: to provide help in living and dealing with feelings, to create an environment in which feelings can be aired, to provide specific help with problems of management, to help minimize the feeling of isolation, and to encourage the use of services of the center and other community organizations. The center has found that the entire needs of the family with a retarded child are best met by the combined services of the occupational therapist and the social worker rather than each working independently. (FS)

ABSTRACT 23288

EC 02 3288 ED N.A.
Publ. Date Feb 67 4p.
Howell, Doris A.

A Child Dies.
EDRS not available
Hospital Topics; V45 P93-94, 96, 101 Feb 1967
Reprinted From Journal Of Pediatric Surgery, Vol 1, Feb 1966, Pp2-7.

Descriptors: exceptional child services; hospitalized children; physicians; death; parent counseling; parent attitudes; medical treatment

The physician's attitude toward treating the dying child and his efforts to make death bearable for the family, and to salvage the family after death, are discussed as compassionate skills which the physician must learn to handle. Techniques are suggested for informing the family of a fatal illness directly and honestly, yet allowing them some small hope (of freedom from pain, of medical research progress). It is felt that the physician should anticipate and help to assuage guilt feelings, suggest outside confirmation of the diagnosis for reassurance, and counsel the family in maintaining normalcy to insure the security and happiness of the child. The physician's actions and relationship with the Family during the course of the disease, in the terminal period, and at death are discussed. Day-to-day living to counteract disappointment can be encouraged by the physician. Treatment in the final days is his decision, it is felt, and should stem from his philosophy. (KW)

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